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ABSTRACT

Four long-term goals are given: (1) to significantly increase the quantity and quality of art, crafts, music, drama and dance experiences provided students in selected pilot schools; (2) through these experiences, to significantly increase students' knowledge of the five humanities areas; (3) to significantly improve the students' self-concept; and (4) to significantly increase individuals' participation in the five humanities areas outside the daily school curriculum. These goals are divided into nine objectives, and procedures for implementing and evaluating them are discussed. (KM)

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Long-Term Goals

1. To have significantly increased the quantity and quality of art, crafts, music, drama and dance experiences provided students in selected pilot schools.

2. Through these experiences, to have significantly increased students knowledge of the five humanities areas.

3. To have significantly improved the students' self-concept.

4. To have significantly increased individuals' participation in the five humanities areas, outside the daily school curriculum.

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Objective # 1a:

MATERIALS DEVELOPMENT: To have produced by the end of the first operational year, at least one elementary inter-disciplinary instructional unit in art, crafts, music, drama and in dance, each of which is judged to be at least "good" (as an average response to all items on a five point rating scale), in terms of the likelihood that it will produce the behavioral changes specified in Objective 1c, by a qualified, objective, external Professional Review Panel, and by at least 90% of the Advisory Committee.

Procedure:

During project planning, one elementary classroom teacher from each pilot K-6 situation was selected as a member of the Writing Team to develop the humanities instructional units. This selection was based upon teachers' expressions of interest in the arts, and principals' recommendations. Teachers selected for the Elementary Writing Team were:

Baker County - Mrs. Willa Jean Walker
Columbia County - Mrs. Belle Cook
Hamilton County - Mrs. Virginia Daniel
Lafayette County - Mrs. Thelma Merrell
Madison County - Mrs. Allene Tadlock
Suwannee County - Mrs. Judith McKeithen
Union County - Mrs. Brenda Whitehead
Epiphany Catholic School - Sister Frances

By the end of November, 1972, the five project specialists will have visited each pilot elementary school and explained the project in depth to the teachers who had been informed during 1971-72, of the general nature of the project.

Prior to meeting with the Elementary Writing Team, the project specialists will investigate various means of organizing the content of inter-disciplinary instructional units in the humanities. Two or more organizational methods will be outlined to present to the Writing Team at its first meeting by November, 1972. The means of organization selected by the Writing Team and project specialists, will be submitted to the Professional Review Panel for consideration. The organization selected, or developed, will include those concepts which the Professional Review Panel consider to be of major importance. The means of organization that is adopted to develop the content of each of the humanities areas will be determined by the project specialists, Writing Team and the Professional Review Panel working together. It is possible, however, to speculate on the types of content organization which may be considered by the group.

The content may be organized by selected principles pertaining to all five arts areas under consideration. Such principles as rhythm, variety, unity, etc., may be applied to develop an organizational structure.

It is possible that the organization could be structured to include selected concepts in each of the disciplines under broad headings, listed according to the cognitive, affective, and psychomotor domains.

Another means of organization could be one presented by Dr. Joseph Karioth, Florida State University Drama Department. In this particular structure, all concepts of the disciplines could be organized according to five levels:

1. Impressional Level - Active response, growth of awareness, the senses.

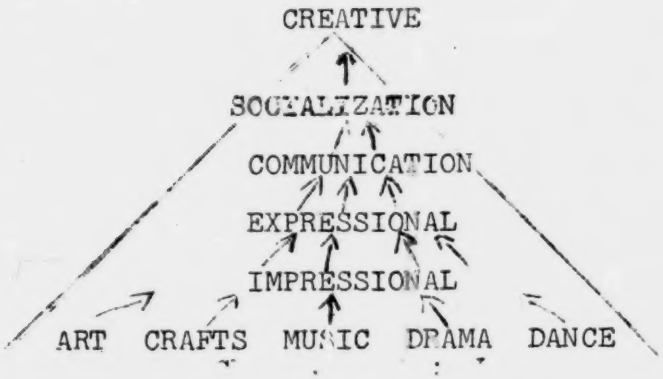
2. Expressional Level - Movement, exploration of behavior.

3. Communication Level - Concentration, giving a desired message, sharing information.

4. Socialization Level - adjusting communication, decision making in relation to the environment.

5. Creative Level - The individual operating within the socialization level, the human being.

This particular structure could also be viewed as moving toward the creative level, as an apex:



If all of the Professional Review Panel agrees that the organization selected by the project specialists and Elementary Writing Team does not include all major concepts, the project specialists will meet with the Professional Review Panel for at least a one day session to revise the organizational structure to meet with Panel approval.

Following the development of the plan for content organization, the project specialists and Elementary Writing Team will begin meeting to develop instructional units for elementary classroom teachers. During this time, the specialists will learn about the elementary curricula as the teachers learn about the arts areas. This will begin with the specialists preparing, for the members of the Writing Team, narratives on each specialty area and the importance of that area in the growth and development of the child. The teachers on the Writing Team will reciprocate with a brief outline of the elementary curriculum in their schools and the types of materials and resources currently at their disposal.

The instructional units developed will be of a type that can be implemented as an integral part of the current curricula or as a separate humanities program. The units will also be developed for maximum use of facilities and materials in the local classroom situations and for implementation by classroom teachers regardless of previous experiences in the humanities. The instructional units will contain all information, examples, audio-visual materials and suggestions necessary for full implementation. All units should be developed by the total group (project specialists, Writing Team and Professional Review Panel) to be effective, but, it is important that consideration be given to the following:

1. The materials should be unique within themselves.

2. The materials should be as simple as possible to use.

3. It is conceivable that mini-units might be developed, and form maxi-units as they are put together.

4. Empty containers may be used as a starting point, with materials gradually added as mini-units are constructed.

5. There should be an effort to provide a great deal of variety in the units or packages.

6. Audio-visual aids (audio-visual tapes, records, audio tapes, transparencies, examples, etc.) should be furnished, whether in each unit package or supplied to each school, in order that the materials may be used with the related units.

7. Information within the units should be stated in simple terms. For example: "This is what you want the child to do."

The Elementary Writing Team will meet with the project specialists for at least five all-day sessions to develop the initial instructional units by March 1, 1973. Whenever appropriate, the information from each meeting will be synthesized

and recorded by the project specialists and distributed to the Writing Team for their consideration prior to the next meeting. This should assist in expediting the process of developing the instructional units.

It is important that the elementary instructional units closely parallel the organization, concepts and objectives developed for the arts specialists' curriculum materials described in Objective 3. By establishing this relationship, the project specialists can be instrumental in developing materials that lead to a totally related humanities program.

All instructional units and materials will meet the approval of the staff specialists, the Writing Team, the Professional Review Panel, and the Advisory Committee prior to initial pilot implementation.

Evaluation:

When the instructional units in art, crafts, music, drama and dance for use at the elementary level have been completed and approved by the staff specialists and the Elementary Writing Team, they will be submitted to the Professional Review Panel, and the Advisory Committee. The units will be considered acceptable when, after revision if necessary, they have been judged at least "good" (as an average response to all items on a five point rating scale), in terms of the likelihood that it will produce the behavioral changes specified in Objective 1c, by all members of the Professional Review Panel, and by at least 90% of the members of the Advisory Committee.

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Objective # 1b:

MATERIALS IMPLEMENTATION - INITIAL PILOT
To have implemented during the first year of the operational grant, a program in which at least one elementary classroom teacher per pilot school includes art, crafts, music, drama and dance in instruction in a manner judged at least "good" (on a five point rating scale related to the quality of implementation of the elementary instructional units in humanities) by the project specialist, and in which there is a significant increase of humanities instruction in the classroom, as shown by a comparison of pre- and post-survey results of initial pilot and control classes and teachers.

Procedure:

To begin implementation while the instructional units are being developed, instructional packets in aesthetic education will be utilized. The packets were developed by Central Midwestern Laboratory, Inc. (CEMREL), are being evaluated, and appear to be very promising. The materials contain five separate packages with approximately fifteen hours of instruction in each package, in the following areas:

1. Investigating the Elements: Meter
2. Relating Sound and Movement
3. Constructing Dramatic Plot
4. Creating Characterization
5. Creating Word Pictures

The CEMREL materials will be placed in the pilot elementary schools in each of the seven counties. Through in-service training provided by project staff, teachers recommended by their principals will be trained in the use of the instructional packets. The CEMREL products will allow the project to begin immediate implementation of materials, following pre-testing procedures, to begin meeting the needs of the project area. Although the CEMREL materials are general in scope and do not necessarily focus on each of the humanities areas under consideration, the materials are an excellent initial step in implementing humanities-oriented instruction in the classroom.

The instructional packets developed by the Stephen Foster Humanities Center will be placed in the initial pilot phase as they are completed. Initial pilot elementary classroom teachers will be randomly selected from appropriate grade levels, determined by the materials developed, within the pilot schools, during January, 1973. One elementary classroom teacher will be selected from each pilot school. The initial pilot teachers will utilize the humanities instructional units in their classrooms by April, 1973. Since this group of teachers was not familiar with the materials as they

were being developed, these teachers should be an especially valuable source of recommendations for material clarification, elaboration or other change.

All initial pilot elementary classroom teachers will meet with the project specialists for a one day training and information session prior to initial pilot implementation. During this session, the initial pilot teachers will receive the materials, the organization and developmental procedures will be explained, and demonstrations concerning the use of the materials as integral parts of the curriculum and as a separate humanities program will be presented.

As the initial pilot elementary classroom teachers implement the materials, the project specialists will work with them to improve the implementation. The specialists will be available to conduct demonstration lessons in the initial pilot classrooms, to meet with the initial pilot teachers individually and to meet with the total group of initial pilot teachers. The demonstration lessons and meetings would assist in identifying and correcting weaknesses in the materials and/or implementation. Staff specialists will visit each initial pilot teacher's classroom at least twice during the year, to observe the implementation.

By the conclusion of the initial pilot phase of each instructional unit, any portion of the materials which is not rated at least "good" (as an average response to all items on a five point rating scale), in terms of the likelihood that it will produce the behavioral changes specified in Objective 1c, by at least seven of the eight pilot teachers, or which is now considered to be less than "good" by the appropriate project specialists, will be revised prior to full pilot implementation. This will constitute an additional "in-house" review based upon the actual experiences gained first hand during implementation.

Those instructional units revised and approved for full pilot implementation will be implemented in all appropriate classrooms in the eight pilot schools. As other new instructional units are developed, they will go through the same initial piloting and revising processes prior to full pilot implementation.

Evaluation:

By June, 1973, staff specialists will have evaluated each initial pilot teacher's manner of implementation and if all initial pilot teachers have been rated at least "good" (on a five point rating scale as related to the quality of implementing the instructional units), Objective 1b will have been at least partially met.

While the utilization of non-project evaluators would also be desirable, it would be very time consuming, costly and difficult logistically. In addition, and of more importance, student changes toward which the project, including the implementation of teachers, is aimed, will be carefully evaluated by objective means. (See Objective 1c).

During January, 1973, a survey instrument already developed and utilized in the planning phase of this ESEA III Project, with additions, will be administered to the teachers and students in the initial pilot elementary classrooms and to the teachers and students in eight control classrooms, each of which has been randomly selected from classes corresponding with the grade level of the initial pilot classes. The instrument will be administered as a post-survey in June, 1973. A comparison of pre- and post-survey results in initial pilot and control classroom will reveal the extent to which the use of humanities materials and teacher behavior has changed, and, if an increase in the initial pilot classrooms exceeds any increase in the control classroom by a statistically significant amount (employing the .10 confidence level), Objective 1b will also have been at least partially met.

Objective # 1c:

MATERIALS IMPLEMENTATION: - FULL PILOT
By the end of the third operational year, to have significantly increased (at the .10 confidence level) pilot elementary school students' participation in activities in the five humanities areas, improved their self-concept, and increased their knowledge in the five humanities areas, as measured by a comparison of pre- and post-surveys of participation in humanities activities, pre- and post-cognitive tests and self-rating scales administered to pilot and control classes.

Procedure:

As each instructional unit (See Procedure 1a) is successfully completed at the initial pilot implementation stage (See Procedure 1b), those units will be carried into full pilot implementation stage. During full pilot implementation, those instructional units designated as successful during evaluation of initial piloting will be implemented in all appropriate grade level classes in the pilot elementary schools. Full pilot implementation of the first instructional units will begin in September, 1973.

Prior to full pilot implementation, the project specialists will meet with those teachers who will be involved in this phase of project activities. The materials will be distributed and the purposes, organization and developmental procedures will be presented. These meetings will be held during regularly scheduled in-service meetings and workshops and, whenever necessary, during pre-arranged meetings at individual schools. All in-service meetings and workshops will be evaluated by participants in terms of the session's objectives and presentations. (Evaluations will be utilized to improve project workshops and presentations.)

During the full pilot phase of each instructional unit, project specialists will work with pilot teachers to improve implementation. This will be done through: (1) workshops emphasizing the use of classroom materials and resources; (2) video-taping demonstration lessons in pilot classrooms for use in in-service meetings to identify strengths and weaknesses in implementation; (3) individual and group meetings with pilot teachers; (4) small and large group sessions emphasizing the use of materials as integral parts of the current curriculum and as a separate humanities program; (5) emphasizing the use of local cultural facilities, such as the Stephen Foster Memorial at White Springs. to augment humanities instruction; and (6) assisting in arrangements, preparations and use of local cultural facilities. These sessions will also be held during regularly scheduled in-service and workshops and, whenever necessary, during pre-arranged meetings at individual schools.

During September, 1973 the elementary students in grades 4-6 in the pilot and control schools (students in grades K-3 will not be tested due to the types of instruments necessary for non-readers and the reliability of instruments at this level) will have administered to them the survey instrument administered in the Fall of 1971, with revisions, the "How I See Myself" self-rating scale for students (developed by Ira J. Gordan, Director, Institute For Development of Human Resources, College of Education, University of Florida), and cognitive tests in the humanities areas (art, crafts, music, drama and dance). This will constitute the pre-testing and give a basis for evaluating the extent to which Objective 1c has been realized. In June, 1974, the same instruments will be re-administered and the results will be compared with those obtained earler. Findings will be used for diagnostic purposes, especially as indicating areas in which significant self-concept and behavioral changes have and have not occurred. The overall project program will be modified during its third year of operation largely as is suggested by the interpretation of this data.

A search was made for standardized cognitive tests in the areas of art, crafts, music, drama and dance which would be appropriate for evaluating project objectives. It was determined that only two appropriate instruments existed (art and music) and these would require revisions to meet certain project requirements. It was decided, therefore, that the project specialists would revise the two selected instruments (the Eisner Art Inventory and the Music Achievement Test) and develop cognitive tests in the areas of crafts, drama and dance. In view of the amount of testing required, this will also allow one fringe benefit: one combined instrument will be administered instead of one for each of the five humanities areas being emphasized. The project specialists will develop a cognitive test containing at least thirty-five items for each of the five humanities areas. The instrument will be submitted to the Professional Review Panel and Dr. H. A. Curtis (Department of Testing and Measurement, Florida State University) for critiquing, validation (face and content validity, at least), and approval, after revision if necessary. The instrument will be completed by September, 1973.

If the humanities materials fulfill expectations, it is believed that the self-concept of those students involved can be improved. As students are provided an increase in humanities experiences, it is believed that they will feel a sense of worth in their own accomplishments and accept differences in peopl and differences in peoples' ideas in a positive way. This consideration will be maintained throughout the development and implementation of the instructional units and the "How I See Myself" self-rating scale, was selected to evaluate this aspect of the project.

Evaluation:

During September, 1973, the elementary students (Grades 4-6) in the pilot and control schools will have administered to them the survey instrument administered in the Fall of 1971, with revisions, the cognitive humanities test and the "How I See Myself" self-rating scale. This will constitute the pre-testing and give a basis for evaluating the extent to which Objective 1c has been realized. In June, 1975, the same instruments will be re-administered and the results will be compared with those obtained earlier. Both longitudinal and cross-section paradigms will be utilized.

If increases in knowledge, participation, and self-concept among pilot school children exceed similar increases among control school children by statistically significant amounts (assuming the .10 confidence level), Objective 1c will be considered to have been met. Standard statistical procedures such as analyses of variance will be utilized, and Dr. H. A. Curtis, a member of the Test and Measurement Faculty at Florida State University, will guide and monitor the collection, summarization and interpretation of data. If this individual feels that any part was mis-handled, that part shall be re-done until it meets with his satisfaction.

Objective # 2:

To have produced and implemented by the end of the third operational year, K-12 curriculum resource materials for the specialist teachers in art, crafts, music, drama and dance in the pilot schools, with the materials having been judged at least "good" (in terms of average response to all items on a five point rating scale related to the quality of the specialists' curriculum resource materials), by the Professional Review Panel and the pilot specialist teachers, and the implementation having been judged at least "good" (in terms of average response to all items on a five point rating scale related to the quality of implementation of the specialists' curriculum resource materials) by the project specialist in that area of specialty and by a relevant administrator. In addition, to have produced and implemented curriculum resource materials which have significantly increased (at the .10 confidence level) students' knowledge and participation in the humanities subject areas, as measured by a comparison of pre- and post-cognitive tests and a pre- and post-survey administered to pilot and control classes.

Procedure:

Each project specialist will research curriculum materials in his area of specialty, and will meet with the teachers in that specialty area individually in each of their pilot situations. Each project specialist will then work with the pilot specialty teachers where such teachers exist. In any humanities subject areas not represented by a specialist teacher in the pilot schools, another teacher who displays an interest or some teaching experience in that area, who volunteers and who is recommended by his or her principal, will be involved. (In the event that more than one person volunteers and is recommended, the most experienced teacher will be selected.)

Special training will be made available to such teachers. Such training may take place during regularly scheduled in-service training or extensive summer workshops.

It is important to note that many of the pilot school specialists serve more than one school in their school district. Great care was taken to select control situations that did not receive the services of specialist teachers working in the pilot schools.

The specialist teachers will begin meeting with the project specialist in the area of their specialty by December, 1972. There will be at least five all-day sessions held during the first year to develop the initial curriculum resource components.

As a product of meetings with the specialist teachers, a curriculum resource guide will be developed for each of the humanities subject areas, K-12. More specifically: Released time will be arranged for the teachers to meet during the school year and stipend pay will be provided for continued work through summer sessions whenever necessary. The resource guides will be based on selected concepts, performance objectives, and activities and resource materials that are in keeping with Florida Department of Education goals and objectives, and meet the identified needs of the teacher specialists. Curriculum materials that may be used as models are: (1) Revised Goals and Objectives; Research and Development Project Assessment Procedures and Instruments for Art, Long Beach County, Florida; (2) Concepts and Performance Objectives For An Art Program K-12, Cooperative Curriculum Service Center, Centreville, Maryland; (3) Program: Art Assistance, Connecticut State Advisory Committee on Art Education, Hartford, Connecticut; (4) Music in the Elementary School - A Conceptual Approach, Music Educators National Conference, Washington, D. C.; (5) Music in General Education, Music Educators National Conference, Washington, D. C.; (6) Concepts and Performance Objectives For A General Music Program K-8, Cooperative Curriculum Service Center, Centreville, Maryland; (7) Guidelines Curriculum Development For Aesthetic Education, Aesthetic Education Curriculum Program, CEMREL, Inc.; (8) Music Curriculum For Memphis City Schools, Memphis, Tennessee.

In addition, the latest written curriculum materials in all five of the humanities areas will be located by the project specialists, and will be studied for possible implications.

Each project specialist will attend one national conference annually in their area of specialty if the conference description indicates a definite relationship to the development and implementation of the project's curriculum resource materials. These conferences should assist the project specialists in keeping abreast of all findings and developments relevant to their areas of specialty.

Every effort will be made to organize the curriculum resources to allow for identification of the strengths and weaknesses in the materials, for purposes of future revision.

As the initial curriculum resource components are completed, they will be judged on a five point rating scale by the project specialist teachers developing the materials, the Professional Review Panel and the project specialist in the area of specialty. The components must be rated at least "good" (in terms of average responses to all items on a five point rating scale related to the quality of the curriculum resource materials) by all these individuals prior to implementation. Materials not evaluated as "good" will be revised and re-submitted for re-evaluation.

Each component will be implemented as it is completed and approved. Necessary revisions will be made as deemed appropriate by the project specialist in consultation with the specialist teachers. Staff specialists will work with the specialist teachers during regularly scheduled in-service, special training sessions and informal meetings to improve implementation, and will visit each pilot specialists' classroom at least twice during each year to observe implementation. By June of each operational year, staff specialists and relevant administrators (principals, vice-principals) will have evaluated each pilot specialist teacher's manner of implementation.

At least one meeting will be held each year with an emphasis on utilization of the curriculum materials. These meetings will be provided for the pilot humanities specialist teachers and will include: (1) the use of new materials, methods and techniques, in relation to the curriculum resource materials; (2) selecting and organizing the concepts and objectives in the resource materials for effective combinations; (3) selecting instructional activities appropriate for combinations of concepts and objectives; and (4) an emphasis on the use of local cultural facilities, such as the Stephen Foster Memorial at White Springs, to augment humanities instruction. All in-service meetings and workshops will be evaluated by participants in terms of the sessions' objectives and effectiveness. (Evaluations will be utilized to improve project workshops and presentations.)

The training sessions will be followed up by informal visits by the project specialists, whenever and wherever they are requested, or they judge that a visit would be appropriate.

During the planning phase of the project, a search was made for standardized cognitive tests in the areas of art, crafts, music, drama and dance which would be appropriate for evaluating project objectives. It was determined that only two appropriate instruments existed (art and music) and these would require revisions to meet certain project requirements. It was decided, therefore, that the project specialists would revise the two selected instruments (The Eisner Art Inventory and the Music Achievement Test) and develop cognitive tests in the areas of crafts, drama and dance. In view of the amount of testing required, this will also allow one fringe benefit: one combined instrument will be administered instead of one for each of the five humanities areas being emphasized. The project specialists will develop a cognitive test containing at least thirty-five items for each of the five humanities areas. The instrument will be submitted to the Professional Review Panel and Dr. H. A. Curtis (Department of Testing and Measurement, Florida State University) for critiquing, validation (face and content validity, at least), and approval, after revision if necessary. The instrument will be completed by September, 1973.

During the Fall of 1973, the elementary students (Grades4-6) in the pilot and control schools who are receiving instruction from specialist teachers in classes in the humanities areas, and students in two randomly selected secondary classes in each of the humanities areas (Grades 7-12) in the pilot and control schools who are receiving instruction from specialist teachers in classes in the humanities areas, will have administered to them the survey instrument administered in the Fall of 1971, with revisions, and those sections of the cognitive humanities test appropriate for the humanities areas for which instruction is provided. This will constitute the pre-testing and give a basis for evaluating the extent to which Objective 2 has been realized. In June, 1974, the same instruments will be re-administered and the results will be compared with those obtained earlier. Findings will be used for diagnostic purposes, especially as indicating areas in which significant changes have and have not occurred. The overall project program will be modified during its third year of operation, largely as is suggested by the interpretation of this evaluation data.

Evaluation:

During the Fall of 1973, the elementary students (Grades 4-6) in the pilot and control schools who are receiving instruction from specialist teachers in classes in the humanities areas, and students in two randomly selected secondary classes in each of the humanities areas (Grades 7-12) in the pilot and control schools who are receiving instruction from specialist teachers in classes in the humanities areas, will have administered to them the survey instrument administered in the Fall of 1971, with revisions, and those sections of the cognitive humanities test appropriate for the humanities areas for which instruction is provided. This will constitute the pre-testing and give a basis for evaluating the extent to which Objective 2 has been realized. In June, 1975, the same instruments will be re-administered and the results will be compared with those obtained earlier. Both longitudinal and cross-section paradigms will be utilized.

If increases in participation and knowledge among pilot school children exceed similar increases among control school children by statistically significant amounts (assuming the .10 confidence level), Objective 2 will be considered to have been met. Standardized procedures, such as analyses of variance will be utilized and Dr. H. A. Curtis, a member of the Test and Measurement Faculty at Florida State University, will guide and monitor the collection, summarization, and interpretation of data. If this person feels that any part was mis-handled, that part shall be re-done until it meets with his satisfaction.

Objective # 3:

To have significantly increased (at the .10 confidence level) participation by pilot school students in extra-curricular activities involving art, crafts, music, drama and dance, as judged by the results of an analysis of pre- and post-test pilot and control survey data and by a comparison of change in the number of students participating as determined by the project specialists.

Procedure:

A complete survey will be made by the project specialists to determine the opportunities available for participation in each of the humanities areas in extra-curricular activities in the pilot and control schools and the appropriate number of student participants in each activity. This will be done in part by contacting each pilot and control school administrator and the teachers involved in the extra-curricular activities to determine the nature of the extra-curricular humanities-related activities operating in the schools and the approximate number of student participants.

Project specialists will contact pilot school administrators and offer their services in those extra-curricular activities involving the humanities areas. Arrangements will be made for the project specialists to meet with teachers charged with activity responsibilities in the pilot schools. Those services made available to on-going pilot school extra-curricular humanities-related activities will include:

1. Demonstrations for leaders or groups.
2. Locating materials or resources that can be utilized to improve activities.
3. Locating and arranging for humanities-related presentations.
4. Working with pilot schools to arrange trips related to the humanities areas.
5. Assisting in publicizing events.
6. Locating and distributing related information to interested individuals and groups within the pilot schools.
7. Assisting in arrangements, preparations and use of local cultural facilities such as the Stephen Foster Memorial at White Springs, Florida.

When it is determined that additional extra-curricular activities are needed in the pilot schools, the project specialist in the area of need will contact, and work with, those administrators, teachers and students interested in organizing the specified humanities-related extra-curricular activity.

During the Fall of 1972, all students (Grades 4-12) in the pilot and control schools will have administered to them the survey instrument administered in the Fall of 1971, with revisions. This will constitute the pre-testing and give a basis for evaluating the extent to which Objective 3 has been realized. In June, 1974, the same instrument will be re-administered and the results will be compared with those obtained earlier. Findings will be used for diagnostic purposes, especially as indicating areas in which significant changes in participation have and have not occurred. The overall project program will be modified during its third year of operation largely as is suggested by the interpretation of this evaluation data.

Evaluation:

During the Fall of 1972, all students (Grades 4-12) in the pilot and control schools will have administered to them the survey instrument administered in the Fall of 1971, with revisions. This will constitute the pre-testing and give a basis for evaluating the extent to which Objective 3 has been realized. In addition, the approximate number of student participants in the humanities-related extra-curricular activities will be determined by the project specialists after contacting those teachers directly involved with the activities. In June, 1975, the same instrument will be re-administered, as well as again determining the approximate number of students participating in the extra-curricular activities according to those teachers directly involved with the activities, and the results will be compared with those obtained earlier.

If increases in participation among pilot school children exceed similar increases among control school children by statistically significant amounts (assuming the .10 confidence level), Objective 3 will be considered to have been met. Standard statistical procedures such as analyses of variance will be utilized and Dr. H. A. Curtis, a member of the Test and Measurement Faculty at Florida State University, will guide and monitor the collection, summarization and interpretation of data. If this individual feels that any part was mis-handled, that part shall be re-done until it meets with his satisfaction.

Objective # 4a:

MATERIALS DEVELOPMENT: To have produced by the end of the second operational year, for use at the secondary level, at least one package of resource materials which enables teachers of other subject areas to include the use of art, crafts, music, drama and dance in instruction and which is judged at least "good" (as an average response to all items on a five point rating scale), in terms or the likelihood that it will produce the changes specified in Objective 4c, by a qualified, objective, external Professional Review Panel, and by at least 90% of the Advisory Committee.

Procedure:

By November, 1973, one secondary teacher (Grades 7-12) in the area of mathematics will be selected from each pilot school as a member of the Secondary Writing Team. The five project specialists will have visited each pilot secondary school by this date and explained the project in depth to the Secondary Teachers. Members of the Secondary Writing Team will be selected on the basis of their interest in such an experiment and on principals' recommendations.

Following the selection of the mathematics teachers, the project specialists and the Secondary Writing Team will begin meeting to develop resource materials which will enable teachers of other subject areas to include art, crafts, music, drama and dance in instruction. All Writing Team members will have received, prior to the first meeting, a narrative prepared by each project specialist describing the humanities areas and their educational importance. During the first meetings, the project specialists and mathematics teachers will work together to identify basic concepts being taught in mathematics classes and relate the humanities to those concepts where such a relationship appears appropriate. Based on the selected relationships, resource materials will be developed to include the humanities in mathematics instruction.

The materials to be developed may take many forms. It is possible that games will be constructed which relate the humanities to other subject areas. The resource materials may take the form of individual instructional packets for the students or of a series of visual materials. The types and forms of the materials developed will depend upon the subject areas, the related concepts, the needs, and the imagination of those involved in the development.

The Secondary Writing Team will meet with the project specialists for at least four all-day sessions to develop the initial resource materials by March 1, 1974. The project specialists will research and develop tentative materials during the time

periods between each Writing Team meeting and, whenever appropriate, the information from each meeting will be refined by project specialists and distributed to the Writing Team for consideration prior to the next session. This should assist in expediting the process of developing the instructional materials.

All resource materials will meet the approval of the staff specialists, the Writing Team, the Professional Review Panel and the Advisory Committee prior to implementation.

Evaluation:

When the resource materials in art, crafts, music, drama and dance for use in secondary mathematics classes have been completed and approved by the staff specialists and the Secondary Writing Team, they will be submitted to the Professional Review Panel and the Advisory Committee. The resource materials will be considered acceptable when, after revision if necessary, they have been judged at least "good" (as an average response to all items on a five point rating scale), in terms of the likelihood that they will produce the changes specified in Objective 4c, by a qualified, objective, external Professional Review Panel, and by at least 90% of the Advisory Committee.

Objective # 4b:

MATERIALS DEVELOPMENT - INITIAL PILOT
To have implemented during the second year of the operational grant, materials in which at least one secondary mathematics teacher per pilot school includes art, crafts, music, drama and dance in instruction in a manner judged at least "good" (in terms of average response to all items on a five point rating scale related to the quality of implementation of the resource materials), by the project specialists, a relevant administrator in each school involved (principal, vice-principal), and the supervisor of the discipline involved within each of the seven school districts, and by a significant increase of humanities instruction in the classroom without any decrease in student cognitive gains in mathematics as shown by a comparison of pre- and post-survey results of initial pilot and control students and teachers, and test results of initial pilot and control students.

Procedure:

The humanities resource materials developed for secondary mathematics classrooms will be placed in the initial pilot phase as they are completed. Initial pilot secondary mathematics teachers will be randomly selected from within the pilot schools during January, 1974. One secondary mathematics teacher will be selected from each pilot school. The initial pilot teachers will utilize the resource materials in their classrooms. Since this group of teachers was not familiar with the materials as they were being developed, these teachers should be an especially valuable source of recommendations for materials clarification, elaboration or other change.

The initial pilot secondary mathematics teachers will meet with the project specialists for a one day training and information session prior to initial pilot implementation. During this session, the initial pilot teachers will receive the materials, the organization and developmental procedures will be explained, and demonstrations concerning the use of the materials to include the humanities in teaching mathematics concepts will be presented.

As the initial pilot secondary mathematics teachers implement the materials, the project specialists will work with them to improve the implementation. The specialists will be available to conduct demonstration lessons in the initial pilot classrooms, to meet with the initial pilot teachers individually and to meet with the total group of initial pilot teachers. The demonstration lessons and meetings would assist in identifying and correcting weaknesses in the materials and/or implementation. Staff specialists will visit each initial pilot teacher's classroom at least twice during the year to observe the implementation.

By the conclusion of the initial pilot phase of each instructional unit, any portion of the materials which is not rated at least "good" (as an average response to all items on a five point rating scale, in terms of the likelihood that they will produce the changes specified in Objective 4c, by at least six of the seven initial pilot teachers, or which is now considered to be less than "good" by the appropriate project specialists, will be revised prior to full pilot implementation. This will constitute an additional "in-house" review, based upon the actual experiences gained first hand during implementation.

Those resource materials revised and approved for full pilot implementation will be implemented in all appropriate secondary mathematics classrooms in the seven pilot schools. As other resource materials are developed, they will go through the same initial pilot and revising processes prior to full implementation.

Evaluation:

By June, 1974, staff specialists, relevant administrators in the pilot schools, and supervisors responsible for secondary mathematics instruction in each of the seven school districts, will have evaluated each initial pilot teacher's manner of implementation and if all initial pilot teachers have been rated at least "good" on the final rating (in terms of average response to all items on a five point rating scale related to the quality of implementation of the resource materials), Objective 4b will have been at least partially met.

While the utilization of non-project evaluators would also be desirable, it would be very time consuming, costly, and difficult logistically. In addition, and of more importance, student changes, toward which the project, including the implementation by teachers, is aimed, will be carefully evaluated by objective means. (See Objective 4c.)

During January, 1974, a survey instrument already developed and utilized in the planning phase of this ESEA III Project, with additions, will be administered to the teachers and students in seven secondary mathematics control classes in non-pilot schools each which has been randomly selected from classes corresponding with the grade levels of the initial pilot classes. In addition, the initial pilot and control students will be given the appropriate sections of the Cooperative Mathematics Test from the Educational Testing Service. The survey and mathematics achievement test will be re-administered in June, 1974. A comparison of pre- and post- survey and test results in the initial pilot and control classes will reveal the extent to which mathematics gains and use of

humanities materials have changed. If pilot students show equal or greater mathematics gains, as compared with control students, and if an increase in humanities materials in the initial pilot classrooms exceeds any increase in the control classes by a statistically significant amount (employing the .10 confidence level), Objective 4b will have been at least partially met. (This may also have implications for the use of such materials in other disciplines in the future.)

Objective # 4c:

By the end of the third operational year, to have significantly increased, (at the .10 confidence level) mathematics students' interest in the five humanities areas, exposure to these areas in school, and participation in the activities associated with these areas as judged by a comparison of a pre- and post-survey administered to students in secondary mathematics pilot and control classes.

Procedure:

As each resource material. (See Procedure 4a) is successfully completed at the initial pilot implementation stage (See Procedure 4b), those materials will be carried into full pilot implementation. During full pilot implementation, those resource materials designated as successful during initial piloting will be implemented in all appropriate secondary grade level mathematics classes in the pilot schools.

Prior to full pilot implementation, the project specialists will meet with those teachers who will be involved in this phase of project activities. The materials will be distributed and the purposes, organization and developmental procedures will be presented. These meetings will be held during the regularly scheduled in-service meetings held during the regularly scheduled in-service meetings and workshops and, whenever necessary, during pre-arranged meetings at individual schools. All in-service meetings and workshops will be evaluated by participants in terms of the sessions' objectives and presentations. (Evaluations will be utilized to improve project workshops and presentations.)

During the full pilot phase of the resource materials, project specialists will work with pilot teachers to improve implementation. This will be done through: (1) workshops emphasizing the use of mathematics materials and resources to include humanities in instruction; (2) video-taping demonstration lessons in pilot classrooms for use in in-service meetings to identify strengths and weaknesses in implementation; (3) individual and group meetings with pilot teachers to identify and correct problems; (4) emphasizing the use of local cultural facilities, such as the Stephen Foster Memorial at White Springs, to augment the use of humanities in mathematics instruction; and (5) assisting in arrangements, preparations and use of local cultural facilities. These sessions will also be held during regularly scheduled in-service and workshops and whenever necessary, during pre-arranged meetings at individual schools.

During the Fall of 1971, a survey was administered to a random sampling of students in Grades 4-12 and produced considerable information about students' participation in activities related to the five humanities areas and their exposure to these humanities areas in school.

During the Fall of 1973, those secondary mathematics classes utilizing the resource materials, plus the control secondary mathematics classes, will take the survey mentioned above. Data obtained from this testing will provide baseline data on student participation in humanities activities. Near the end of the project's second operational year, this instrument will be re-administered to these same classes and the results will be compared with those obtained earlier. Findings will be used for diagnostic purposes - especially as indicating areas in which significant changes have and have not occurred.

The overall project program will be modified during its third year of operation largely as is suggested by the interpretation of this data. Similar testing will be conducted during the third operational year.

Evaluation:

During the Fall of 1973, students in the secondary mathematics pilot and control classes will have had administered to them the survey instrument administered in the Fall of 1971 with revisions. This will constitute the pre-testing and give a basis for evaluating the extent to which Objective 4c has been realized. In June, 1975, the same instrument will be re-administered to secondary mathematics classes in the pilot and control schools and the results will be compared to those obtained earlier. If increases in participation in humanities activities among pilot school children exceed similar increases among control children by statistically significant amounts (assuming the .10 confidence level), Objective 4c will be considered to have been met. Standard statistical procedures such as analyses of variance will be utilized and Dr. H. A. Curtis, a member of the Test and Measurement Faculty at Florida State University, will guide and monitor the collection, summarization and interpretation of data. If this person feels that any part was mis-handled, that part shall be re-done until it meets with his approval.

Objective # 5:

To have obtained a financial commitment to continue the successful components of the Stephen Foster Humanities Center Program (as judged by the Professional Review Panel, the Board of Directors, and the Advisory Committee) at the conclusion of the ESEA Title III Grant. (This objective was based on a recommendation of the National Advisory Council on Supplementary Centers and Services, in the Fourth Annual Report to the President and Congress, in which the Council recommended that "The continuation of a Title III Project after Federal Funding has terminated be designated as an objective when the project proposal is designed..." In an open Council Meeting in Washington, D. C., on April 5, 1972, Council Members indicated that the recommendation calls attention to the importance of building community commitment to a project's objectives throughout the life of the project and not only in the final year of funding.)

Procedure:

In order to meet this objective, certain steps will be taken during the first three years of operational funding:

1. The public will be kept informed of all project activities through local news media.
2. Presentations will be made by project personnel to school and community groups within the project area.
3. Examples of the materials developed will be displayed at appropriate exhibits and meetings.
4. Audio-visual tapes will be made of classroom activities, demonstration lessons, extra-curricular activities and be presented to school and community groups.
5. Special displays of student work directly related to project operations will be exhibited regularly through exchange exhibits among pilot schools.
6. A basic cost analysis and a narrative evaluation of project activities prepared by the project staff will be made available to all school board members of the participating school districts.
7. The possibility of providing local financial support will be studied each year by the Board of Directors, and, whenever possible, gradual implementation of local funding will be utilized.

As alternatives for continuation of project activities, two prospects will be given consideration:

1. It is possible that a reduced project staff can continue operations once the initial thrust has been made. This would require personnel having expertise in two or more of the humanities areas emphasized during project operations.

2. It is possible that the Center can be used as a catalyst to develop the initial interest, organization and materials. Following the first three years of operation, the participating counties may continue meeting the needs through the efforts of local personnel who will have become organized and trained during their three-year involvement. This would indicate that the programs would continue but the organization and staff of the Humanities Center would be dissolved.

It is certainly reasonable to expect the continuation of a successful program which meets the identified critical needs in a seven county cooperative effort.

Evaluation:

Previous sections dealing with evaluation have indicated the means by which the various major components of this project will be evaluated. The Professional Review Panel, the Board of Directors and the Advisory Committee will each be requested to give an overall judgement as to the extent to which they consider each major project component to have been successful. The objective dealing with project continuation will be considered to have been attained if adequate financial support is obtained for all project components judged at least "successful" by at least 80% of each group.